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ABSTRACT

The role and status of adjunct professors are examined by exploring advantages and disadvantages of part-time teaching. The urban university, the inner city college student, attrition, and large-scale team leadership development in the university are discussed. The diaries of an inner city career-oriented students are presented. A feature dialogue between two adjunct faculty members who work in New York City (Joseph Salemi and Donna Wolf) is followed by other personal accounts of the academic workplace (Steven J. Diner, Frieda Stillerman, Corrine McArdle, Merle O'Rourke Thompson, and Sandra Hawley). A Team Leadership Development program at the University of Akron is described. It is suggested that adjuncts become experts in teaching composition often because that's all they teach; that in some institutions adjuncts try to maintain standards and standardize expectations; and that it is important to train new adjuncts to the particular expectations of the institution in which they teach. A brief bibliography of ERIC resources is included. (CC)

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SEPTEMBER 1981 VOLUME 3, No. 4 Urban College and University Network

# CONNECTIONS

## WORKING ON THE URBAN CAMPUS

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HE 014 403

September 1981 Vol. 3, No. 4 Urban College and University Network

# connections

*Connections* is the bulletin of the Urban College and University Network. Network participants are two- and four-year colleges and universities, both public and private, located in major U.S. urban centers. The Network provides a means for sharing information on successful or promising efforts by colleges and universities in the city to serve the educational needs of city residents, particularly part, minority, and disadvantaged persons, and about the more persistent problems encountered by these colleges and universities as they provide education in the city.

The Urban College and University Network is a project of the American Association of State Colleges and Universities, in cooperation with the American Council on Education, American Association of Community and Junior Colleges, Association of American Colleges, Association of Catholic Colleges and Universities, Committee on Urban Program Universities, National Association of Independent Colleges and Universities, and National Association of State Universities and Land Grant Colleges. The project is made possible by a grant from the Ford Foundation.

## Joseph Salemi Donna Wolf

### A DIALOGUE BETWEEN TWO ADJUNCT FACULTY MEMBERS WHO WORK IN NEW YORK CITY:

**JS** The adjunct is a part-time college or university teacher. He or she is paid on a per course basis and does not receive the health, job security, or pension benefits of full-time faculty.

Basically, schools use adjuncts for financial reasons. They need adjuncts because they cannot afford to pay full-time personnel to teach every course they offer. It is a great advantage for a school not to have to pay health pension benefits. If a school can get away with paying somebody at a fraction of full-time salary, for doing the same amount of work, then it is in a solid financial position.

The adjunct is the free-lancer of the educational world. He goes wherever a job is available. He often negotiates his salary on the spot. Like the free-lance journalist, the adjunct does not make the steady salary that an established position brings.

**DW** Which means that you have to teach more courses per year to make the same amount. In fact, you have to double the number of courses a full-timer teaches. It means you do not have summers free. It means that it is harder for you to do your own work. People say that if you are a teacher the best part of it is that you have your summers off and you have your freedom. But when you teach as an adjunct you do not really have that kind of freedom.

But, there are advantages. Number one, if you are starting out teaching, and you cannot get a full-time position, and you want to teach and get experience, it is a very good way to do that. And if you do it well, you can move into higher-level courses by gaining a certain amount of seniority, even as an adjunct. Also, you get a wider range of experience than you would get in one place.

**JS** It is essentially a job for a younger person, someone who is starting out. Someone who, as you say, needs to get experience.

**DW** I disagree. It does not really matter when in life you start. But it is a job for a person who is starting out. I think maintaining it monetarily for more than three or four years is difficult.

**JS** It is not something you want to do for the rest of your life. An adjunct's life is not the sort of life that can be led from the time you graduate till the time you retire.

**DW** You have no benefits. You do not feel the kind of security you get when you have a full-time position. The school's need is really what gives you your security.

**JS** What happens very often is you develop a relationship with a particular program, faculty member, or department chairman, and they know that you are dependable, can do the work, and that you are always going to be there to give them what they want. In that sense an adjunct had job security, even though today things are being cut back.

Another problem is that although many educational associations today are aware of the problem of adjuncts, and how unfair their position is, their suggested solution is to eliminate all the adjuncts. Their view is that as much as possible, all the teaching should be done by the full-time faculty. The possibilities are, one, that all the adjuncts are dismissed, or two, a certain number of adjuncts are made full-time, and as a result the school is completely staffed by full-time faculty.

## WORKING ON THE URBAN CAMPUS

***Connections*** **turns this issue over to teachers who work on urban college and university campuses. One excellent method for gauging the state of higher education in the city is to look at its core activity, which is teaching. And so we have asked instructors to share their work experiences by means of personal reflections, work-week diaries, and a dialogue. We also include in this issue a report on an effort by the University of Akron to alter the campus work-place in order to encourage participation and leadership.**

**We hope that these personal accounts of work experiences and workplaces will convey a flavor of the human side of institutions of higher learning in the city.**

Joseph Salemi and Donna Wolf are Adjunct Professors of English for a number of colleges and universities in the New York City metropolitan area

**DW** Neither of those alternatives sounds feasible. For one thing, nobody is going to add on full-time positions. They just do not have the money to do that. What they are really looking to do is cut back. What they are also going to do is cut back on the part-timers and try to use everyone they already have, actually getting more work out of those people. But I do not think they could eliminate all the adjuncts at this point. Some of these schools are basically dependent on part-timers.

My feeling is that I am not really being exploited as a part-timer. I do not even feel that the school is necessarily doing a disservice to the student because the part-timers I know tend to be pretty darned good. And frankly, if the jobs were not there it would be worse for us. I am exploited financially, but we use each other. I use them to get the experience, and they use me as a cheap resource, cheap labor. The basic thing is that the adjunct has no real status, no permanence--everyone I know who teaches part-time likes to think of himself as being on the way to full-time. It is like getting credits at school for your diploma--you need some experience to even be considered for a full-time position.

**JS** Being an adjunct has certainly taken a toll on my personal life. Teaching in three different schools leaves me with absolutely no time to do anything of my own. You find yourself getting up at 6 a.m. to teach an eight o'clock class, then perhaps after that class is over, leaving to teach another class in another borough. If you are teaching in several schools you are constantly on the go back and forth.

**DW** Things do get hectic. On the other hand, I would rather not be limited to one place. I must admit that travelling is not necessarily all negative for me.

**JS** There is a certain kind of creative impulse in anything that is really hectic, anything that forces you to be constantly on the move, on the go. But after awhile it is enervating. You want to be able to sit down and say, "This is my office, this is my school, this is my classroom."

Because you do not have contact with other faculty members, you do not feel you have a responsibility to a particular school. And feeling a responsibility towards a school and towards its students is an important part of teaching. If I know that I am only going to be in this school for two hours in the morning, and then I have to run off to another school, I do not feel any particular responsibility towards either place, especially if it does not provide me with adequate salary, benefits, or even an office.

Adjuncts even find it hard to relate to each other because of the limited time they spend at any one school and because of their work load.

**DW** And it is also hard to do much to advance your career when you are teaching so much. It is hard to work on your dissertation or work on your book or whatever. You just do not have the time. Ideally, you should be improving your mind in your subject area as a way to improve your overall ability as a teacher. But it is as if you were working for yourself, in a small retail business that demanded ten or twelve hours of work a day. Your whole life goes into it, but you do it for a long range purpose and profit.

**JS** If you want to get down to it, the staple of adjunct life is teaching remedial composition.

**DW** Adjuncts become experts of necessity in composition because that is all they teach, and some do not mind it. But it is only worth it if you really enjoy teaching--that is the reward. For me it's worth it because I would rather do what I do, even if I get less for it, than do something I do not like.

In many places there has been some effort among adjuncts to maintain some kind of standard. Teachers get together and compare student papers to try to find a way of standardizing their expectations. It is especially important to train new adjuncts to the expectations of the school they are working at. The standards are different at every institution.

**JS** This is something that adjuncts must consider all the time, which is not so much the case for full-time faculty.

Most adjuncts that I know are deeply committed to the idea of being in the classroom. They get something out of teaching that keeps them going. ■



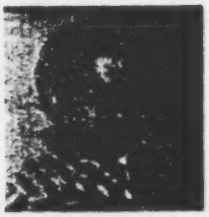
# Steve Diner

The circumstances under which I came to teach at Federal City College in 1972 were, to say the least, unusual. I had just cleared the final hurdle in the path of my Ph.D. dissertation, but those three imposing letters had not yet brought me gainful employment in my chosen field.

One afternoon the telephone rang and the voice on the other end, introducing itself as the chairman of the Urban Studies Department at Federal City College, proceeded to offer me a job, sight unseen. It seems that my resume had found its way to him, that this college was approaching accreditation, and that his department needed a Ph.D. A month later I was unloading a truck in front of our new apartment in Washington, D.C. I later learned that the college did not normally hire in this way, but in retrospect the story provides an appropriate introduction to my career at an open enrollment, working class, urban institution. For nothing in my own educational experiences had prepared me for what I was to encounter.

Having studied in a small public liberal arts college and at a private graduate school, I experienced cultural shock during my first weeks at Federal City College. I discovered that my appointment had not yet been approved. (It took six weeks for me to get my first paycheck.) I found that the printed class schedule was not a reliable guide to the location of my classes. It seems that someone had scheduled several classes in the same room at the same time. The frequency with which classes were cancelled astounded me. One day my classroom was empty because the provost had suspended instruction so students could attend a dance program.

Despite my support of and occasional participation in the student protest movements of the 1960's, I was startled by the divergence of purposes among faculty members. There were some more or less traditional academicians seeking to convey the insights of their respective disciplines. There were faculty whose avowed purpose was to inculcate either black identity or some species of revolutionary ideology. There were others who wanted students to "do their own thing," set their own learning objectives, devise their own assignments, and grade themselves. Some faculty said that since "the system" had made our students suffer, we should challenge "the system" by passing all of our students, regardless of competence.



Steven J. Diner is Chairman, Department of Urban Studies, University of the District of Columbia

Students behaved in ways entirely different from what I had known. Some showed up for the first time in my classes as late as the fourth week of a ten-week quarter. Students would also disappear from class for stretches of several weeks, reappearing later without feeling called upon to explain their absence. An occasional latecomer to class would walk up to me while I was talking and ask me if anything of importance had gone on. When I was a college student, one asked for an extension on a paper only with trepidation, and make-up exams were almost unheard of. Here, students would fail to show up for an exam and then casually request a makeup two weeks later. A significant number of students simply stopped coming to the course, without ever withdrawing officially. At first I gave these students "Incomplete" grades, a practice I stopped when I discovered that they might appear several years later and ask what they had to do to finish the course. One student who objected to her final grade wrote to the division director about me more or less as follows: "Dr. Diner promised that if I completed the papers for his course he would give me a grade. I completed the papers, but he gave me a 'D.' P.S. I need at least a 'C.'"

Although there were times that first year when I doubted whether I would last, I am now comfortably ensconced in that institution and deeply committed to open enrollment and to the unique mission of this kind of urban university. Much has changed in those nine years. Federal City College was consolidated with two other public colleges to form the University of the District of Columbia (UDC). Unlike the early days, money is now very tight, and faculty are losing jobs because of budget reductions. The battle for enrollments consumes the energies of many faculty members.

Students come to us now primarily to get the skills and credentials which will help them to get a better job; political issues still interest them, but political ideologies are not the motivating force they once were. There is a growing consensus among the faculty that the development of solid student skills and competencies is the primary educational mission of the university. I no longer hear colleagues say, as one said to me in 1972, that it does not matter if our graduates could not read and write because they instinctively understand the environment in which they function.

For all the changes, however, one crucial fact remains unaltered. The overwhelming majority of our students are attending college under conditions radically different from those under which the vast bulk of the faculty attended college, and few children of faculty have or will attend a school like UDC. For me, and for many of my colleagues, this is at once a source of great frustration and of unusual creative tension.

*"There is a growing consensus among the faculty that the development of solid student skills and competencies is the primary educational mission of the university."*

In college, I had the opportunity to be a full-time student. My students do not enjoy that luxury. Not only are all of them commuters, but the majority hold down part-time or full-time jobs, and support families. The average age of students in my department is about thirty. I am hard pressed to think of a student who does not work.

A few weeks ago, I attended a meeting, and afterwards a student from the economics department introduced himself. "I've heard so much about you," he said. "My mother took a class from you last year." One of my very best students asked me if she could bring her daughter to my course on neighborhoods. It seems that the daughter was studying Washington history in ninth grade, and had gotten very excited about the readings on the development of Anacostia and other sections of the city that her mother had brought home from my class.

In a field like mine, urban studies, students bring a kind of maturity and human experience to the classroom that makes teaching more exciting than it is when students are all late adolescents. They also bring all the handicaps of people who, because of the pressures of work and family life, rarely attend full-time. To be sure, many register for twelve credit hours or more, the legal definition of "full-time student"; but for them, school is only one of many demands upon their time, human energy, and money. Students routinely call me to say that they must miss class because their child needs to go to the doctor, or because their boss says they must work overtime, or because an aunt or a sister is in trouble and needs them.

Since our students are constantly balancing formal education against competing demands on their time, it is not surprising that school-related social events are hard to organize. Last fall I planned a department picnic for a Sunday afternoon. All of our majors received letters, all the students in our classes received fliers, and faculty members talked up the event among the students. Not a single student showed up!

It is in the classroom where I feel the frustrations of teaching part-time, working class students most keenly. I remain convinced that students who leave UDC must be able to do all of the things traditionally expected of college graduates. They must be able to write clearly and coherently, think analytically, read critically, and understand human differences. Yet the majority of our students are not well prepared academically; they have skill deficiencies in English and math for which they must compensate, and they have much less time and energy to devote to their studies than I did when I was in college.

I cannot ignore the deficiencies, or attempt to work around them. In all of my classes, I look for ways to build skills at the same time that I teach the subject matter. I give many short and highly structured assignments, very different from the kinds of semester-long papers I was required to do. I spend more time correcting grammar and stylistic problems on student papers than I do commenting on their substance. I give a lot of work, particularly written work. I do this knowing full well that some students consider my demands excessive and my grading standards unreasonable, and knowing also that a thousand and one demands of family and work compete for these students' time.

The most unpleasant part of my job is failing students who try hard. Last semester there was a first semester freshman in my class who apparently has a serious learning problem. She did not understand the assignments, and her papers were entirely incomprehensible. I referred her to a tutor and allowed her to take extra time on her assignments, but her work was hopelessly inadequate. She came to me several times asking what she could do to pass the course. The truth is that there was nothing she could do; she simply did not belong there. I knew no way to help her.

Yet for all the frustrations, teaching at UDC has its unique rewards. Every year I see students who would never have been admitted to a traditional college blossom.

*"The most unpleasant part of my job is failing students who try hard."*

One student, with whom I spent a good deal of time, did reasonably well in a not very rigorous public high school and applied to several local private universities. Some of them called him in for special testing as part of their minority admissions programs. Having been rejected everywhere he applied, he decided that he was unsuited for college work, but his mother insisted that he go to UDC. He agreed to go for one year. He not only did extraordinarily well, but he found college work much more exciting than academic work in high school. By the end of his sophomore year he had developed self-confidence and compiled a superb academic record. He was beginning to think of himself as a person capable of graduate work. He is now completing his masters degree at Harvard University, convinced that UDC changed his life.

Not all of our success stories are quite so dramatic, but they abound. At UDC I have the satisfaction of helping students to change their course, to start thinking of themselves as intellectually capable, and to set for themselves new and highly professional aspirations.

I have a fantasy for UDC. I do not discuss it very much because I know that it is not about to happen, but I still think about it every so often. I would like to select perhaps ten of our students a year who have already shown themselves well motivated and capable of good academic work. I would pay them $10,000 a year until they graduated, with certain stipulations. They could not work, and they would have to devote all their work time to study. They would go through an honors curriculum in which faculty pushed them three times as hard as we push students now. They would write a senior thesis and complete an internship in an urban policy or government agency. Then we would send them to the top graduate or professional schools. You see, deep down inside I have not changed very much since that day I left graduate school and moved to Washington. I still think that traditional educational values are worth pursuing, even under radically different conditions. ■

# Frieda Stillerman & Corinne McArdle

The campuses where we teach are nothing like the college campuses we attended. A bunch of yellow Quonset huts—Corinne's next to a large shopping center, Frieda's beside a garbage dump. Pebbles serve as a lawn around the buildings, and some large clay pipe sections are settings for an occasional bush or tree—in summer sometimes petunias. It is not what we expected when we were students training to be college instructors.

Our students do not seem much like we were; they, too, are not what we expected. Frieda's parents, European Jewish immigrants, valued education and the intellect; Corinne's parents, WASP lineage back to the Revolution, talked of college as a natural progression, coming after high school with the certainty that second grade followed first. Neither of us could easily have avoided college. And neither of us wanted to. We and our fellow students were students first and everything else second—spouse (not very often), worker (sometimes), member of our original family (not in ways that required day by day participation in their daily circumstances). We were full-time students, and we mean full-time. We devoted from thirty to forty hours per week to study in addition to classes attended—and most students attended all their classes, though there was no attendance requirement. We were all from the upper ten percent of our graduating class and most of us had come directly to college. We wrote and read with facility measurable by the SAT's even before we got to college, and never questioned that our middle-class approach to college might not be the only one.

When we began teaching at the Chicago City Colleges (CCC) with our fresh degrees in English Language and Literature, we brought all our unquestioned beliefs about what "college-level" English students would be. We would find students pretty much like us—people who liked to read, people interested in discussing literature and ideas. Our first shock was that we would not be teaching any literature courses—not any. We would be teaching remedial and regular freshman composition. O.K. That was possible if not delightful. We were prepared, too, for a somewhat wider age range among our students and for some "remedial" courses to help the older ones revive skills they had not used. We were not prepared for the complete absence of the most basic rudiments of formal writing in adults. We were not prepared for third-grade reading levels. We were not prepared for students who arrive in an English class with no book, no paper, no pen—no conception of what might be expected of them as college students. By semester end 50 percent may be gone; of those who remain, some still have no book. We did not expect this.

Gradually, we have come to see who our students are. They are not the students we went to school with. Many of our students are the "walking wounded," very near the edge, just barely hanging on to marginal life at the fringe of urban culture. They may be newcomers to our culture and language. A significant number of our students are parents and workers with full-time jobs. Limited and uncertain finances and child care arrangements plague them. Their paid work is often dangerous or stultifying—sometimes both.

*"We were not prepared for the complete absence of the most basic rudiments of formal writing in adults. We were not prepared for third-grade reading levels. We were not prepared for students who arrive in English class with no book, no paper, no pen."*

Our students seem often to encounter so many obstacles. Rush tour traffic makes them late to class; a hospitalized child keeps them from attending; unexpected overtime means incomplete assignments. A mother of six must bring her four-year old to class about once a week when her sitter does not show. (We keep boxes of crayons and pads of paper in our school desks.) The shift worker whose schedule changes without notice cannot attend the last four weeks of night school. Students have family support systems that stretch across many states and make demands for a week to ten

Frieda Stillerman and Corinne McArdle are Professors of English, Chicago City Colleges

days of their time. Just this past week, a woman in her twenties left for Alabama to help nurse her stepfather. She may return to finish the business writing course. A weak student's uncertain progress can be stopped by such an interruption. But it is a frequent occurrence, a part of teaching life for us.

Many who do unskilled or semi-skilled work have aspirations for work with better pay, working conditions, and higher status than their present position. A few are men and women in their 30's and 40's who already have pretty good jobs, but want a chance to move up the ladder. This group includes police people, fire people, postal workers, and service workers of all kinds. There are also a percentage of "normal" college students who cannot afford the tuition of other colleges and those who failed their first year at a four-year college. When we walk into a class, we will find representatives of all these groups. Sometimes it is hard to know who is who; only well into the semester is this clear, and for some it is too late—they have already dropped out. This very diversity adds an excitement to the classroom encounter we are sure is available on no other kind of campus.

The monster ATTRITION stalks us; as teachers in an urban community college, we experience erosion and diminishment of class membership as desertion. There is the unique pain of awarding grades at end of term. The class list has shrunk. Among the students whose names remain as active members of the class there are the happy few—the work has been done, learning has been demonstrated. They are ready for the next writing course, clear "C's," "B's," and "A's." Joy. Then those you gnaw your pen over—papers missing, improvement but not quite enough so the students can succeed at the next level. For example, how can one "fail" the man or woman who has progressed remarkably beyond near illiteracy but whose written work is nowhere near college level? Yet, how can a passing grade be given to work that is not "passing?"

One of our fantasies when we started teaching was that we would share with other members of the faculty our experiences and concerns. But teaching at the CCC is a lonely job. Formal time for regular exchange of ideas, frustrations, success, and hopes does not exist as it does in some professions.

In the summer of 1979, the CCC formed an affiliation with the Institute for Psychoanalysis Teacher Training Program. We began taking courses. The courses emphasized the teacher's self, that often neglected aspect of our professional life. We practiced observing, experiencing, and understanding the self; it formed the basis of everything we did in institute courses. The institute respects us as teachers and is not trying to turn us into therapists. In fact, they warn us against hypothesizing about the meanings of behaviors. The classes at the institute serve us as a protected ongoing forum for exchange. The courses provide intellectual stimulation and a theoretical framework for dealing with the problems of human relationships within the self and with others. The courses have given us a new way of looking at our work and ourselves as teachers.

We have become more conscious of what goes on in our classrooms and our relationships with students. Yesterday in Corinne's class, four weeks before semester's end, a male student in his twenties—a genial and jovial man, seemingly relaxed with her, the class, and himself—came up to her desk with a completed paragraph. He showed it to her, asking, she thought, for suggestions. She made a few, though the writing was basically fine, which she thought she also said. He exploded, "I can never please this teacher!" Storming back to his desk, he muttered loudly, "That's why I hate this class," and left the room. She did not respond angrily, although she felt both angry, hurt, and confused. She is more at ease with herself now; her feelings are more accessible to her, but she does not need to act on all of them. She can reflect, find a more appropriate response, and decide what she can do to approach this student without feeling, "It must be all my fault." She can recognize his frustration on her own and can deal with both more confidently.

This week in Frieda's class, a student, whose attendance pattern is very poor, returned to class after a three-week absence. This is a scene that can happen a half-dozen times during a semester. On other occasions she has welcomed the student, set up a careful calendar with a list of missed assignments, etc. On only one occasion in almost ten years has a student completed the course after being treated in this way. Always after such disappointments she felt the student had betrayed her. With all of this in mind, she asked this student if he had any plans. He had none. She recommended that he retake the course with her next semester. She asked if this sounded O. K. to him. He said, "Yes." They shook hands and parted.

The logs we keep of each institute class session and the class discussions themselves help us sort out our professional week. We get a handle on what has been happening in school. Institute classes establish a habit of professional reflection: "I wonder what's going on here? What can be done about this situation? What am I feeling about her refusal to discuss this?"

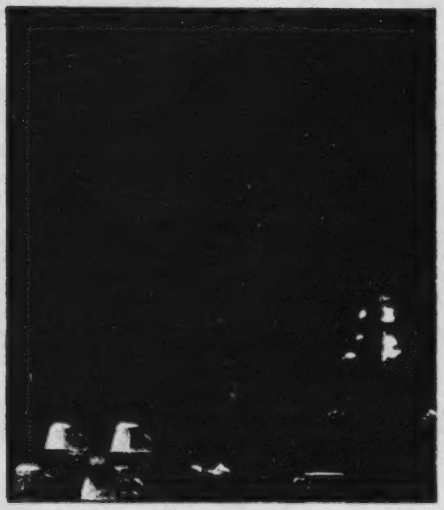
***"Learning to teach is a process like being an artist, a craftsperson, or a physician. You are always evaluating your performance and thinking about alternatives for the next time."***

Sometimes, selections from the logs are read in class. Because no names are used, the quieter, more cautious person has a means by which to be heard and still feel protected. Each course member also presents or writes a response to a case, which all class members read, reflect on, and discuss.

Very often throughout the semester while the course was meeting, we would find ourselves in the classroom facing one of many recurring difficulties. When a student acted outrageously we had more control over our reactions. We sense that in the two years we have attended the institute, we have become smoother and more competent in handling classroom and office conference transactions. Most important, we are gaining greater emotional strength and flexibility because our sense of the "ideal" teacher is closer to what is really possible given where we are, who we work with, and what we are. We have come to believe that learning to teach is a process very much like being an artist, a craftsperson, or a physician. You are always evaluating your performance and thinking about alternatives for next time. ■

*For additional information on the Chicago City Colleges-Chicago Psychoanalytic Institute program for faculty, contact: Don Barshis, Chicago City-wide College, Room 1717, 185 North Wabash, Chicago, Illinois 60601, (312) 977-2536.*

# Akron
## BUILDING LEADERSHIP NETWORKS



In January 1976 a group of administrators and faculty at the University of Akron embarked on a Team Leadership Development (TLD) program designed to construct a different, more effective work environment that would expand participation in decision making, promote better understanding of the urban mission, and create a more receptive climate for change.

"The program was developed," said President D. J. Guzzetta, "to demonstrate that internal, large-scale team leadership development is possible within the dynamics of a large, complex university. The basic premise is that team leadership development is not just possible, but essential if higher education is to keep pace with its increasing responsibilities, demands, and complexities."

The two-year program was funded by the W. K. Kellogg Foundation, and even before its completion University of Akron was preparing a request to Kellogg for the next step: a university/community team leadership program, including student participants. The university/community program was subsequently funded for two years and was launched in January 1979. Both programs grew out of missions and goals statements charting the university's future urban role. These are relatively new documents prepared by the faculty and administration and ratified by the University Board of Trustees in 1975.

TLD covers three main dimensions: interpersonal and group decision-making skills, dynamics of university organization, and application of national higher education issues to the University of Akron. Briefly, participants, faculty members and administrators from a mix of disciplines and ranks, progress through a series of interrelated experiences: a weekend retreat, full-day class sessions once a week for eight weeks, task force assignments and internships related to the urban mission, and evaluation.

The goals of the University/Community Team Leadership program that followed were to offer leadership training to people from both sectors, to open up new town and gown relationships, and to encourage cooperative ventures. A partner in the program was the Goals for the Greater Akron Area, composed of a cross-section of citizen organizations, that proposes action agendas for the community. In University/Community TLD, students and community participants were mixed with faculty and administrators in training sessions and action groups. The idea was to move from team leadership training to Study Action Groups (SAG) that would work on specific issues or needs of mutual interest.

Over the past five years the two programs have given the university an unusual opportunity to gain experience in refashioning ways in which business is conducted internally, in explaining and winning support for its urban mission, and in strengthening leadership capabilities both on campus and in the city. The TLD Task Forces and especially the SAG's offered opportunities to put the mission into practice.

The two programs have undergone intensive evaluation from beginning to end and from within and without. There have been surveys, questionnaires, personal interviews, and self-appraisal retreats. By every measure taken, the programs were rated successful, accomplishing the goals and objectives of the administration.

"TLD had led to all kinds of campus ties that never would have been established otherwise and spurred an awareness of functions and opportunities within the university," said Vice President and Provost Noel Leathers. "People who went into the program were competent but wanted broader involvement; they were able to step outside their own job definitions to get into other things."

Leather's observation was confirmed in informal talks with some of the faculty participants. They mentioned again and again personal enrichment and expansion of colleague networks across traditional disciplinary and department lines as results of participation in TLD.

Some faculty members have used TLD materials in their courses. Others were using TLD skills; they felt they had become more open and less defensive in their communication and more problem-solving in their classrooms and committee work. One professor talked about improved communica-

tion in his marriage as a result of TLD training.

Community participants echoed faculty sentiments about TLD. They valued the expanded contacts with university people and other community leaders and could identify situations in which they were able to utilize TLD skills in their own work settings.

Nevertheless, the question remains: Have the programs been effective in changing the system? In its final report on the campus TLD program, the university administration conceded that despite its overwhelming satisfaction with the results so far, it may never be certain of the program's impact on the university itself. "We have some positive changes on our campus for which we are willing to take credit—but we cross our fingers when we do."

Concrete accomplishments of the two programs present a less impressive record, and perhaps this is a characteristic of all such programs. For example, a half-dozen Study-Action Groups for one or another reason never got their projects off the ground. After collecting information to inform senior citizens about volunteer opportunities, one SAG discovered that an existing community agency already provided that service.

While top level relationships between the university and the city are solidly based, at least one city official was concerned that not enough advance preparation on SAG projects had been done with community officials. While it was not said, it is easy to sense the inherent danger in unleashing well-intentioned "problem solvers" on strange turf.

In defense of the SAG idea, another half-dozen SAG projects were completed while thirteen others are on the way to completion. Most visible has been the Bridge Party project. A two-day celebration involving the resources of over fifty agencies, the Bridge Party marked the opening of the newly-constructed Center Street Bridge which links the University community with downtown Akron. One feature of the festival was a student-assembled paper chain that stretched from Old Main to City Hall, symbolizing the linking of the two.

Akron Mayor Roy Ray would like to see more university resources used to support regional economic development. "It [the university] is an asset that we have not tapped effectively," he said.

But, it would seem that a programmatic framework more sophisticated than SAG is needed—a more systematic transition from the structure of the TLD program to the realities of workaday life. When individuals find themselves equipped with new skills in leadership and an appetite for greater involvement in university and community affairs, is there a means for helping them to get started, or should they be expected to make their own way? Beyond the possession of new skills and the personal satisfaction of using them, what is the incentive for implementing university missions and goals?

And there are questions about the readiness of other sectors of the university—and the Akron community—to accommodate the expectations and style of growing numbers of individuals who possess the capacity to excercise more collaborative forms of participation in decision making.

There are unique and useful aspects of the Team Leadership Development programs. To those who must wrestle with the slippery topic of change on campus, who seek workable techniques for discovering new leadership and encouraging broader, more effective participation in institutional affairs, and who are looking for ways to close the gap between town and gown, the University of Akron experience with the two programs is a good resource.

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# Merle O'Rourke Thompson

***"The talk turns to budget cuts and the possible loss of NEH grants. One more release valve cut off. We will die of malnutrition teaching Basic English!"***

***"They [students] do not agree with me that 'The Great Gatsby' may be ultimately more useful to their lives than training on today's machines."***

## MONDAY

The Star Spangled Banner on Ed's clock radio wakens me promptly at 6:00 a.m. to the final week of Winter Quarter teaching English at Northern Virginia Community College, Annandale. Our one day Spring Break is in sight. That cheery thought propels me out of bed. I write some personal checks and dash off two postcards to California friends. At breakfast I scan *The Washington Post*, feeling it is important to be up-to-date in the classroom.

By 7:30 I am in the car for the twenty-minute drive to the college. At 8:00, 9:00, and 11:00 a.m., I report to my English 111 Composition classes, returning their graded essays for review. I am pleased with their achievement on these "Analysis of Prose Style" papers. It is a difficult process to teach, but expecting that students will rise to levels we set helps them achieve.

Later, my two office hours are devoted to handling department memos, typing exam ditto masters, and filing reports to end one quarter and gear up for another. After patiently listening to two students who want extensions on literature term papers, I remain firm; they get downgraded.

Today I work through lunch hour and head for home around 2:00 p.m., stopping on the way for groceries. I have a short time to read *The Post* thoroughly and to scan the *New Yorker* before our three teen-age sons come home at 4:00 p.m. After a chat and a quick affirmation that they will all be home for dinner, I begin the daily routine: from 4:00 p.m. to 6:00 p.m. I juggle family needs, the dinner meal, and paper grading. If it is a "good" day, I will get ten papers graded before dinner.

Tonight, Ed and I go for a swim, a thrice weekly ritual for stress relief. Home by 9:30 p.m., I grade more papers before watching the news and retiring.

## TUESDAY

Today I have the joy of my American Literature II class. Sophomores are great people. We have a lively discussion of *The Education of Henry Adams*, especially his comments on a Harvard education.

At 9:30 a.m. I face my fourth weekly section of English III, asking a student to see me privately. She arrives during my office hour, a divorced, anxious middle-aged woman in accounting. My office mate is also holding office hours—so there we are, two students, two teachers, two desks, four chairs, and a file cabinet in a 7' x 12' room, holding two separate conversations. After closing the door against the bustle of the secretaries' outer office, I begin the task of telling my student that I cannot in all conscience pass her into English 112. She begins to cry; she has already had one quarter of Developmental English. I suggest the special grammar course we have inaugurated. Mollified, she leaves, but I resent having to deal so publicly with a student. Faculty do not get private offices.

Today I make time for lunch in the faculty dining room where the wit and repartee of colleagues refreshes. Good news! Don and Laura have received NEH fellowships for 1981-82. But soon the talk turns to budget cuts and the possible loss of NEH grants. One more release valve cut off. We will die of malnutrition teaching Basic English!

Back at my desk, I sort through publishers' spring fliers hoping to find the perfect textbook. I prepare next quarter's syllabi for the secretary. Always swamped, she appreciates lead time. Before I leave, I talk to a Vietnamese student whose hard work will probably pay off with a "B."

Soon I am on my way to a two-hour consultation with the Environmental Protection Agency, the last of a six-week contract with their project analysts on "Coping with Writing Anxiety." It is a welcome change to work with advanced writers who are developing efficient stylistic writing habits. The money increases my summer fund.

I squeeze in a half-hour of grading papers before sleep. I feel like the traditional Queen with her ever present box of State Papers.

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## WEDNESDAY

Today in my 111 classes I review the writing process for the exam.

I brown-bag my lunch at a planning meeting for the upcoming Humanities Conference, our second annual day-long affair for women, to recruit empty-nesters to campus. Last year I was the chair, but this year I practiced the anti-burnout technique of saying "no."

When I get home, I am buoyed by the mail: my 1981-1982 teaching contract shows an 11 percent raise, still behind inflation but, as my Irish father would have said, better than "throwing me a fish." I note that next year will be the last of my second five-year contract, so I will be up for renewal. I will probably survive, being quantifiably productive: my student retention rates are above average, my grade distribution looks good, my statistics on the Professional Analysis Systems report well. But the current rumors of RIF (reduction in force) makes me anxious anyway. We are the only component of the state system of higher education to be denied the tenure system.

Gloomy thoughts aside, I make time to do some writing in my home office. I try to plan at least two time blocks per week for writing, but am rarely successful. No paper grading at twilight as my son Kevin wants to talk.

After supper, Ed and I swim early and I settle in for a protracted grading session. It is difficult to schedule ten hours of grading per week because there is no possibility of doing it at school, no quiet privacy.

## THURSDAY

This quarter, Thursday is set aside for some personal pleasure. Each quarter the fun day changes, as does much of my personal scheduling, according to my teaching schedule. I have had a dream schedule this winter, but our contract stipulates that we be available for any class, from 7:00 a.m. to 7:00 p.m. It is too much to hope the gods will shine on spring, too.

At lunch, the rumors are depressing: budget cuts, lowered summer contracts, and increased class size. We understand current economics, but worry about teaching quality if five more students are added to each composition class. How can we put more grading into our work week? Can we cut back student writing and expect them to learn?

Spring schedules come out; mine has dissolved. Neither "Short Story" nor "American Literature III" made it. Student rumors probably report that I assign more reading than some teachers. And they do not agree with me that *The Great Gatsby* may be ultimately more useful to their lives than training on today's machines. The resulting split schedule adds to my frustration. One lone class on Tuesdays and Thursdays smack in the middle of the day! Maybe if I am disciplined, I can write those days before teaching.

Later, my chairman asks me to organize a program for a 1982 regional English conference. My head says "no," but I enjoy conferences, and I fall for her flattery of my organizing skills. I say "yes."

Tonight, the boys cook and Ed does the semi-weekly grocery shopping while I teach my sixth class of the week. A literature class of highly motivated working adults is fun, but when I get home at 10:30 p.m. the adrenalin is flowing so fast that I allow Johnny Carson to narcotize me until I finally sleep at midnight.

## FRIDAY

Today is the last before exams, so I review basic sentence structure. During office hours I confer with the student doing research for me under a College Development Grant I have this quarter to study Writing Anxiety in returning students. What a luxury her services have been. I feel almost like a real college professor. An alumnus visits on his spring break. His praise for what he learned in my classes reminds me that I love my job.

Over lunch our faculty book club discusses Tom Wolfe's *The Right Stuff*. I am grateful that Jenny organized the group because I would never have read this great book otherwise.

After lunch, I confer with Carol Boltz on the upcoming second edition of our textbook *Language and Reality*. I get home in time to take Ed's son to get his driver's license.

# Sandra Hawley

## MONDAY

*"How can we share with these students, so career-oriented, the excitement of learning?"*

*"Without the labs, fundamentals, and careful screening at entry, the academic carnage would be beyond belief."*

*"Ultimately it is the students who define what the urban university is all about."*

8:40 a.m. – Stuck in a traffic jam on the North Freeway. Class in twenty minutes. Engine on the verge of overheating. Skyline just visible through the haze and pollution. Somehow I never associated this with being a college professor. Getting to school should be a walk through a meadow, sunlight, blue sky, or at least gentle rains. Daisies. Quiet meditation on the morning's work. Instead, moments of sheer terror alternating with boredom. Jammed freeways. Non-working bus. Even if we wanted to ignore the problems of urban culture and transform University of Houston, Downtown College into a cloistered grove of academe, Harvard on the Bayou, we could not. We are too immersed in the city. I suppose that is part of what the urban university is all about.

The Downtown College is in its own way a phenomenon. An autonomous campus within the University of Houston system, located in a massive yellow brick building, merchandising center, and heaven knows what else. Built on the site of an old slave holding station, UHDC is triangulated by the several Houstons it serves. First, the arrogant new downtown skyscrapers cutting through the flat sky above the Gulf Coast plain, built on oil and energy and high-technology and boundless confidence. Then, the Fourth Ward, one of the oldest sections of the city, founded by freed slaves, still largely populated by their descendents. Finally, the barrio, sprawling home to hundreds of thousands of Mexican-Americans, where Spanish and English signs shoulder up against one another in an uneasy detente.

Our students reflect our physical location. During the day, large populations of Mexican-American and black students—first generation college students, many of them, all too often ill-prepared, ill-served by public school systems that demanded little, taught less. UHDC with its open-admissions policy, its emphasis on small classes and teaching, draws these students, "non-traditional," and with them, both the great problems and the enormous potential they offer.

At night, the student mix changes. A large percentage of older students now, office workers from downtown making the quick trip between the two worlds to take their classes, earn their degrees, grab the credentials for promotion, success, the American dream. Still lots of black, Mexican-American faces and names, but more Anglos, too. The jeans of day students are replaced by three-piece suits, office dresses and nylons, with high heels and oxfords instead of sandals and cowboy boots. A greater air of purposefulness, intensity.

Scattered throughout both day and night are a wide range of other students. Lots of foreign students from the Middle East, Africa, Latin America, Asia, and occasionally even a Scot or Norwegian. Earnest conversations being held in a babel of tongues. Almost as many as what we term "returning students," women whose children are older, or grown, women resuming interrupted educations or taking up plans and dreams postponed for years. By and large, superb students.

Our task is to serve and to educate this diverse population, multi-ethnic, multi-lingual, multi-generational. And to do it within the special constraints, the special opportunities, presented by the city of Houston.

It is an amazing place. A cross between the wild west and Wall Street, Jessie James out of Adam Smith—and a touch of J.R. Ewing. Huge and growing, exploding, violent and ambitious. Veneer of sophistication and culture in the Grand Opera and the Symphony and some good museums, and then oil-field Texas, Gilley's honky-tonk and urban cowboys. The diversities of Texas jostle one another for space. There is a huge new shopping center near my house at the hub of several subdivisions. One end of the strip is dominated by a huge Safeway, complete with bakery and pharmacy and plumbing and gardening equipment; the other end features an equally huge country-western honky-tonk, Moe & Joe's. By day the parking lot bursts with station wagons, by night it is all pickup trucks and camper tops and Redneck Power, Jesus Saves bumper stickers. And across the street cattle graze next to a run-down old barn.

At what point does cultural pluralism give way to sheer chaos? And what is the role of the urban school in helping define, mesh, and understand these diverse strands of behavior and experience?

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## TUESDAY

Last night I attended the annual banquet at which scholarships were awarded to fifty-five high school seniors representing the pick of the local schools. All bright-eyed and eager, planning to attend Yale and Princeton and Harvard and Rice—none plan to attend UHDC, although it would not be surprising if some ended up here.

It was a lovely evening, good food, pleasant company. I came home terribly depressed. Each of these bright kids announced his or her career goal. Engineer. Aerospace engineer. Mechanical engineer. Chemical engineer. Petroleum engineer. Handful of doctors and lawyers. Business. Surprisingly few plan medical careers. None plan to study the humanities, the arts and sciences. There were no potential English majors, no would-be novelists or poets, no historians, not even any psychologists or sociologists. Is this crop of the "best and the brightest" unconcerned about human problems, or do they really believe technology holds the answers? Or are they simply aware of the economic differences between a successful engineer and a successful student of Goethe and Schiller?

The Downtown College also reflects this approach to education. Fully 80 percent of our graduates are in business, engineering technology, data processing, criminal justice—the "practical," career-oriented programs. Many of them, especially the "non-traditional" students, have come to college in large part because of the belief that their economic future rests on a college degree. Consequently, they assume that the most marketable degree is the best degree. Given the economy, given the materialism of the city and American culture as a whole, it is hard to quarrel with them.

It is also hard to accept this decision. A college degree should represent something more than a meal ticket. How can we share with these students, so career-oriented, the excitement of learning? The urban college, in the heart of the city's rich culture, has a special responsibility to help its students reach beyond the narrow definition of education.

## WEDNESDAY

Meeting this afternoon of a committee to arrange for UHDC to host a series of regional workshops on the problems and potentials of urban education. I think we are going to go ahead with the project, taking our own fundamentals courses and tutorial laboratories as the subjects.

These programs are among the saving graces (often literally, for the students) at UHDC. Yet operating the various labs and staffing the fundamentals courses are enormously expensive. Funds poured into them are funds unavailable for faculty services, library books, professional journals, and typewriters for faculty members. Yet without the labs and fundamentals and careful screening at entry the academic carnage would be beyond belief.

Most of these students are aware of their problems, and they work extremely hard. The reading lab logs over 3,000 hours of student use per semester, and the writing lab has some students who put in forty hours a week. They work and they work, but they are starting out from so far behind. Fully a third of the reading students are still below tenth grade level by the end of the semester, even though some of them have raised their reading level as much as four years.

You have to admire these students for their willingness to work, but at the same time you have to wonder how on earth they ever got through high school or received a G.E.D. certificate with reading and writing levels so pitifully low. And you have to feel a certain amount of anger at the school systems that have let them slide through. A great amount of anger because these students have in effect been cheated—they have received passing grades, been assured that they are competent students and individuals, and then discovered that they do not have even the minimum survival skills! Frustrating and disheartening.

## THURSDAY

Major meeting this afternoon about the newest version of the rank and tenure policy. UHDC was South Texas Junior College until the mid-70's when it was purchased by the University of Houston. A system of rank and tenure was finally established in 1978. Many of the former junior college faculty, who held M.A.'s in their fields, received tenure.

Now the squeeze has hit, as more and more of those coming up for tenure hold the Ph.D. and are competing with M.A.'s who have been here a long time and have made enormous contributions to the school. How much credit can you give for contributions and how much do you look to potential contributions? Is it fair to ask M.A.'s to meet standards you are posing for Ph.D.'s? But can the college be fully accepted and "respectable" in the academic community unless it has a significant number of Ph.D.'s on the faculty?

And even for the Ph.D.'s conditions are changing rapidly. Until the last year or so, UHDC stressed its role as a "teaching institution," with the implication that excellence in teaching was the major criterion for promotion, tenure, and raises. Since there was a fifteen-hour teaching loan, this seemed reasonable. It is now apparent that there will be increased emphasis on "creative activities," which most of us interpret as research and publication. These activities clearly will play a larger and larger role in promotion and tenure.

Can these new standards in effect be made retroactive? Is it fair to ask a faculty member whose main concern is teaching to become suddenly interested in research? On the other hand, is it equitable to tenure faculty who have not been involved in these activities and then have to deny tenure later on to faculty who are involved in creative activities? Are we in the process of developing a two-tiered faculty? Beyond that, if a terminal degree is going to be essential for tenure, can an M.B.A. or C.P.A. be considered a terminal degree? If not, what will happen to many of the people in business fields where Ph.D.'s are relatively rare?

I wonder whether students are aware that the faculty is going through all of this change and dilemma and tension? When I came down here for an interview two years ago, we all talked about the challenges of

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urban education. You know, every now and then I think I would like to avoid the challenges and simply walk into a place where I am told, "Don't worry—it's a piece of cake." Quite unlikely, especially if I continue to be involved in urban institutions. And probably not nearly as much fun.

# making connections

## FRIDAY

Last day of class. And not a minute too soon. For a while I was not sure whether the semester or I would end first.

Ultimately it is the students who define what the urban univeristy is all about. Like all universities, it is about students and education and knowledge. The factor of location does create a special bond between the university and the community. The value of the urban university finally rests on its ability to educate its students to the value of the city itself, for the city is an expression of human values and goals and ideas. It cannot be separated from these ideas and values any more than can the university, and the survival of each finally depends upon the other. ■

The following references are drawn from the data base of the Educational Resources Information Center (ERIC) and have been announced in either of ERIC's two monthly publications, *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE). RIE and CIJE are available for reference in college, public, and government libraries around the world. Reports listed with an ERIC document (ED) number are available in nearly 800 ERIC library collections; they are also available in microfiche (MF) or paper (PC) copies from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. ERIC prices include postage.

**Bess, James L., ed.** *Academic Work: Doing It Well: Doing It Better.* **1978, 158p. (ED 180 289) MF-$1.09**

Papers presented at a conference sponsored by Teachers College and the ERIC Clearinghouse on Higher Education are provided. Topics include: critical themes for faculty development; faculty development and evaluation; who needs faculty development and why; the relationship between faculty development and organizational development; faculty development's history and future; and developmental theories of learning.

**Fent, James E.** *Professional Development for Adjunct Faculty in Michigan Community Colleges.* **1979, 184p. (ED 172 855) MF-$1.09**

This study investigated what selected community colleges identified as professional development needs of adjunct faculty and what adjunct faculty themselves perceived as their development needs; and presented guidelines for an adjunct faculty professional development model for community colleges. In response to a Needs Assessment Survey, adjunct faculty members indicated that a faculty-instructed, departmental program would be the most beneficial, and expressed a need for closer liaison with full-time faculty and college administration.

**Freedman, Mervin; and others.** *Academic Culture and Faculty Development.* **1979, 173p. Montaigne Press, Inc., 99 El Toyonal, Orinda, CA 94563**

The importance of considering institutional educational goals, organizational functioning, and adult personality development in designing faculty development programs is addressed. Ethnographic descriptions are presented to illustrate how faculty members are conditioned and influenced by the colleges where they teach and conduct research.

**Shulman, Carol Herrnstadt.** *Old Expectations, New Realities: The Academic Profession Revisited.* **AAHE-ERIC/Higher Education Research Report No. 2, 1979, 58p. (ED 169 874) MF-$1.09; PC-$6.70**

The historical background and characteristics of the academic model, on which modern academic life is based, are presented in this monograph, and changing conditions in higher education that call for reevaluation of the academic model are examined. The impact of the Ph.D. surplus is addressed. A review of the academic reward system is included.

**Whitcomb, David B.; Beck, Louis L.** *Institutional Mission and Faculty Development.* **1980, 16p. (ED 195 198) MF-$1.09; PC-$3.40**

Faculty development is considered in relation to student needs through instructional development, faculty needs through personal and professional development, and the needs of the institution through a focus on organizational development. Discussion of faculty development strategies addresses the need to provide augmented learning for faculty in declining programs to teach part-time in areas of high enrollment, the need for faculty renewal and revitalization, and the need to assist faculty in improving their organizational competence within academic departments and the larger organization. ■